DOCUMENT RESUME

ED 175 491 JC 790 452

TITLE California Community Colleges. Instructions for Reporting Courses on Data Collection Form CCC-456.
INSTITUTION California Community Colleges, Sacramento.
PUB DATE 11 Jan 79
NOTE 30p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Colleges; Course Content; *Course Descriptions; Course Evaluation; Course Objectives; *Courses; *Data Collection; *Definitions; *Junior Colleges; Noncredit Courses; Records (Forms); State Surveys
IDENTIFIERS *California

ABSTRACT

This set of descriptive instructions explains and defines each of the 19 elements of the Chancellor's Office Course Reporting and Data Collection Form (CCC-456), with the intent of providing the completer with a sense of the philosophical basis of the element. CCC-456 requires such basic information as the course title, semester units, college code, and United States Office of Education code. More complex elements of the form include the following: (1) course classification by level within the educational sequence; (2) type of noncredit course as defined by California Administrative Code, Title 5; (3) special program identifier for courses that are part of a special program as defined by the Education Code, Title 5, or the Labor Code; (4) combined course activities field to identify course activities specified in the Education Code and Title 5; (5) primary method of course evaluation; (6) primary teaching materials used; (7) method of instruction, reflecting educational technology and the use of facilities, equipment, and aides; (8) the method of demonstration of need for the course; and (9) the three most important course objectives drawn from a taxonomy with four sections--general knowledge, specialized knowledge, skill development, and personal development. A list of the California community colleges, their locations, and their codes is appended. (DD)

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CALIFORNIA COMMUNITY COLLEGES

INSTRUCTIONS FOR REPORTING COURSES ON DATA COLLECTION FORM CCC-456

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JC 790 452

January 11, 1979

California Community Colleges
Instructions for Reporting Courses on
Data Collection Form CCC-456

The instructions that follow are a step-by-step procedure for completing the Chancellor's Office Course Reporting and Data Collection Form (CCC-456). It is imperative that the form be legible for key punching purposes.

On the following pages a complete set of instructions has been provided, with a special description of each data element, where necessary, to indicate what the expected use of that element will be. The special descriptive set of instructions provides a common base of interpreting and reporting the information requested in each data element. It is expected that a simple statement of the use of each element will help in reporting the data from the same philosophic point of view.

Instructions for Completing the Heading. Type the name of your college and address. "Requested by" refers to the local college administrator who is responsible for completing the form and submitting the request for approval to the Chancellor's Office. This request should not be made by an instructor. The title of the administrator making the request should appear in the next line.

The complete phone number including the area code of the administrator submitting the request should be given, preferably a direct line with the proper extension number.

NOTE: The step numbers and the data element numbers are identical with the numbers of data elements of the Data Collection Form.

Instructions for Completing the Data Elements

Step 1 - Element 1 - Date of Application

Definition: Data element identifies the calendar date of application for course reporting.

Codes, Categories, and Comments:

Six-digit numeric code -- YYXXWW:
e.g. February 10, 1943 = 430210

Code	Category
YY	Year
XX	Month
WW	Day

Step 1.1 - Element 1.1 - New Course. Approval Requested

Definition: Data element identifies a new credit course that is not a part of an approved program or a noncredit course which has not previously been entered in the data bank.

Codes, Categories, and Comments:

0. Not applicable - Credit courses previously approved by the Chancellor's Office, or credit courses part of an educational program, and independent study courses previously approved as credit courses.

1. New credit course, or new independent study course not part of an educational program, or new noncredit course.

Special Description: Noncredit courses entered in the state data bank both eligible and ineligible for state support in accordance with the 1978-79 funding legislation have permanent approval. Funding for noncredit courses during 1979-80 will be determined by the Legislature. Each independent study course, whether or not it is part of an approved program, must be reported to the Chancellor on form CCC-456. T5/54310

Step 1.2 - Element 1.2 - Semester Units

Definition: Data element identifies the number of semester units assigned to a credit course.

Codes, Categories, and Comments:

0. Not applicable - Noncredit courses

1. Credit Courses including independent study courses

Special Description:

Credits are the number of units specified by a college for a course as approved by the Chancellor. T5/55302(b) One credit hour of community college work is approximately three hours of recitation, study, or laboratory work per week throughout a term of 16 weeks. Where a term is more or less than 16 weeks, more or less than one credit hour shall be allowed in the same ratio that the length of the term is to 16 weeks. EC 78206 One semester credit hour of Community College work is approximately 48 hours of lecture, study, recitation, demonstration - discussion, and laboratory work or any combination thereof, over any period of time. T5/55708(c) Colleges on the quarter system will convert their quarter units into semester units for reporting purposes. Quarter credit hours are converted to semester credit hours by multiplying the number of quarter hours by two-thirds. T5/55202(b)

Step 2 - Element 2 - Course Title

Definition: Data element identifies the title of the course as used in the schedule of classes or as approved by the college curriculum committee.

Codes, Categories, and Comments:

Abbreviate words in the course title as needed since only fifty spaces have been provided for the course title.

Special Description:

If the title is one that runs into more than fifty spaces, it will be necessary to use appropriate abbreviations to fit the title in readable form into the fifty-space limit.

If the title of a course as approved by the college curriculum committee is changed for purposes of advertising and public appeal in the published schedule of classes, it is essential that both titles be identified with one, unique, static, permanent and unchangeable local course identifier or number. It is the static course identifier which will certify that a course appearing under different titles, for whatever reason, is the same course and therefore eligible for state apportionment. (See Data Element 4.)

Step 3 - Element 3 - College Code

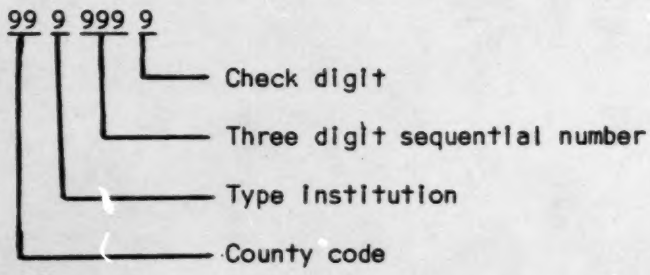
Definition: Uniquely identifies a community college.

Codes, Categories, and Comments:

A code assigned by the Department of Education published in:
California Institutions, Secondary Level and Higher.
Chancellor's Office, California Community Colleges.

See Appendix A for list of College Codes.

CODE STRUCTURE



Please report the full seven (7) digits.

Step 4 - Element 4 - Static Course Identifier

Definition: This element is a locally assigned permanent, official number which uniquely identifies a course and will never change with time.

Codes, Categories, and Comments:

Course identifier may be a course code or number, combination of department number and course number, subject field and course number, or subject field and course number using the Taxonomy. Since this data element will be used to sequence and collapse data, it is very important that it be unique for each course. However, course identifier may be duplicated in more than one record if a course has more than one section.

Example:

1. Course code or number - 1072

	18A BUSINESS LAW - 3 units				Location
1072	- 81	6:15-9:25 P.M.	M W	TOBA	C-152
1072	- 82	6:15-9:25 P.M.	T T	CROWDER	C-153

2. Department and course number - BUSINESS 211

							Location
15600	BUSINESS 211	BUS LAW I	4 units	9-10 A.M.	M T TH	COY	C-153
15601	BUSINESS 211	BUS LAW I	4 units	8:20-10 A.M.	T TH	McNUTT	C-153

3. Subject field and course number - GERMAN I; SPANISH I

							Location
2968	1	ELEMENTARY	GERMAN	5 units	9-10 A.M. DAILY	HAGA	LAC-654
3112	1	ELEMENTARY	SPANISH	5 units	9-10 A.M. DAILY	LEE	LAC-706

4. Subject field and course number using the Taxonomy - GERMAN I: SPANISH I

						Location
1103.001	ELEMENTARY GERMAN	5 units	9-10 A.M. DAILY	HAGA	LAC-654
1105.001	ELEMENTARY SPANISH	5 units	9-10 A.M. DAILY	LEE	LAC-706

Special Description: Many colleges do not have a static local course number which uniquely and permanently identifies each course. The necessity of assigning each course, credit or noncredit, a unique, fixed, and unchangeable course number cannot be overemphasized. It is by means of this number, and this number alone, that a crossover to the data in the Course Activity Measures and other files can be achieved. Without a static course identifier, the inactive status of courses could never be tracked, DOT Codes, SAM levels, and a number of other items of information could not be accessed and historical tracking could not be done. In short, failure to establish a locally determined permanent official number for each course will result in a complete breakdown of the information system. Any college that needs assistance in establishing a system of static course identifiers should contact Buster Sano at (916) 322-4656, State Chancellor's Office.

Step 5 - Element 5 - Taxonomy of Programs

Definition: Identifies a Discipline, a Subdiscipline, and Subsets of the Subdiscipline in the fifth and sixth digits.

Codes, Categories, and Comments:

Start numbering from the left. If only four digits are used, the fifth and sixth places should be zeros.

Special Description: See Chancellor's Office publication: Taxonomy of Programs, January 1979. The noncredit course coding system (NCCS) has been incorporated into the Taxonomy of Programs. The application of the CID numbering system and the Program Taxonomy to "adult education" and "continuing education" and the necessity to limit the number of digits used to six has caused a temporary minor abridgement of the hierarchy in certain specific instances in the Taxonomy. In these cases courses are numbered using "option" digits. This application has been made in the interest of uniform reporting and may be utilized wherever needed without invalidating the system. Such number assignments are noted with an asterisk and a footnote "necessary course level description numbers."

Step 6 - Element 6 - USOE Code

Definition: United States Office of Education Code for Vocational Education Courses. Refer to Standard Terminology for Curriculum and Instruction in Local and State School Systems (Handbook VI) (OE-23052).

Codes, Categories, and Comments:

If course section(s) is not a vocational education course, this data element must be coded zero.

Special Description:

From the publication Standard Terminology for Curriculum and Instruction in Local and State School Systems (Handbook VI), (OE-23052) choose the most appropriate United States Office of Education code/title that defines the course being inventoried. Although the USOE code has eight positions, in most cases only the first six positions are used to define the course. Two instances may occur where the code placed in element 6 would need to be extended beyond the sixth position; first, to differentiate between two courses sharing the same six position code, i.e.,

17.100301	Heavy Equipment Maintenance
17.100302	Heavy Equipment Operation

second, to differentiate between two courses sharing the same USOE code and title, but differing in their intent and/or occupational outcomes, i.e.,

16.011201	Instrumentation Technology (Electrical-Electronics)
16.011202	Instrumentation Technology (Mechanical)

Step 7 - Element 7 - Course Classification by SAM Levels

Definition: Identifies the classification of courses by level within the educational sequence.

Codes, Categories, and Comments:

Code	Category
0	Noncredit. E.C. 78201.5(b)
1	SAM Priority "A" - Apprenticeship
2	SAM Priority "B" - Advanced Occupational
3	SAM Priority "C" - Clearly Occupational
4	SAM Priority "D" - Possibly Occupational
5	SAM Priority "E" - Non-occupational but offered in an occupational department
6	SAM Priority "F" - Clearly "Academic"
7	SAM Priority "G" - General "Academic"
8	SAM Priority "H" - General Education
9	SAM Priority "I" - Skill Development

Special Description:

Description of Priority Letters Assignment. Credit courses should be assigned a "Priority" code describing the degree to which a course is "occupational," "academic," or "skill development," as follows:

Priority "A" - Apprenticeship
Course is an apprenticeship course.

Priority "B" - Advanced occupational
Priority B courses are those taken by students in the advanced stages of their occupational programs. A "B" course is offered in one specific occupational area only, clearly labels its taker as a major in this area, and enrollment in the course is open only to majors in this area. In general, no more than two courses in any one program should be labeled B.

Priority "C" - Clearly occupational
Priority C courses will generally be taken by students in the middle stages of their programs and should be of difficulty level sufficient to detract "drop-ins." A "C" level course will often be offered in several specific occupational majors within a broad area. The C priority, however, should also be used for courses within a specific program area when the criteria for B classification are not met.

Priority "D" - Possibly occupational

D courses are those taken by students in the beginning stages of their occupational program. The D priority can also be used for service (or survey) courses for other occupational programs. For borderline courses (between C and D), it is suggested that the deciding factor should be an estimate (based on judgment and experience) of the number of students taking the course whose major is judged to be occupational. If the number is estimated to be 75% or more of the total, the course should be identified as Priority C, otherwise Priority D.

Priority "E" - Non-occupational

Although offered by an occupational department, course is designed for non-occupational majors who desire acquaintance with the field as part of their general education.

Priority "F" - Clearly "academic"

Priority "F" courses will generally be taken by students in the middle and later stages of pre-professional/transfer type community college programs and will be of a difficulty level sufficient to deter drop-ins. A level "F" course will demand analytical skills or abilities to work with abstraction and an ability to draw generalized conclusions from specific data supported by the ability to make judgements regarding the validity of those data. Priority "G" course(s) in the discipline or closely related disciplines are prerequisite.

Priority "G" - General "academic"

Priority "G" courses are taken by students at the beginning of their academic careers. Such courses introduce the subject matter theoretical constructs, and analytical tools of the discipline and also fulfill general education requirements for non-majors. Prerequisite to level "G" courses is the demonstrated ability to read, articulate, communicate and perform mathematical operations appropriate to understanding courses of the discipline in the first year of college.

Priority "H" - General education

Priority "H" courses are designed to meet general education needs for survey courses in the discipline(s). Such courses have no prerequisites. Although offered by an academic department(s) the courses are designed to appeal broadly to the entire clientele of the college, particularly to non-majors who may desire an acquaintance with the discipline(s) as a part of their general education.

Priority "I" - Skill development

Priority "I" courses are designed to develop analytical, reading and communicative skills in students who are unable to demonstrate sufficient levels of such skills to succeed in level "H" courses. Level "I" courses may be offered by an academic or occupational department but the courses emphasize the development of essential skills rather than the constructs of or knowledge about a discipline. Typically level "I" courses are related to the emphasis of course programming of the counseling staff to orient students to the demands of the college and to enhance the students probability of success in level "H" & "G" college courses.

For a more detailed explanation of Priority Levels "A" through "E" see Operations Manual, September 1978 SAM, Student Accountability Model, pages 9-13.

Step 8 - Element 8 - Certification Element

Definition: The certification element indicates that the district certifies compliance with certain Education Code provisions and Title 5 regulations in the case of credit courses.

Codes, Categories, and Comments:

Code	Category
0	Not applicable. (Noncredit)
1	Independent Study course accepted for completion of an appropriate educational sequence leading to an associate degree and is recognized upon transfer by an institution of the University of California or the California State University and Colleges. EC 845000(a)(2) and T5/54312
2	Course requisite for the award of an associate degree. E.C. 78202.5(a)(1)
3	College level course and approved as a part of a course of study leading to an associate degree, occupational certificate or both. E.C. 78201.5(a)(2)
4	Course articulated with the University of California, California State University and Colleges, or an accredited independent college or university in California for credit. E.C. 78201.5(a)(3)

Step 9 - Element 9 - Certification of Mutual Agreement and RAVEC Review

Definition: This data element identifies the existence of an annual update of certification of mutual agreement and an annual R.A.V.E.C. recommendation under Education Code Sections 8512 and 8027 through 8030, and the memo dated September 27, 1978, from William G. Craig and Wilson Riles, Subject: Regional Adult and Vocational Education Councils (RAVECS).

Codes, Categories, and Comments:

Code	Category
0	District certifies that certification of mutual agreement and RAVEC recommendations have been completed according to the provisions of Education Code sections 8512 and 8027 through 8030. Approval requested for adult basic education course: EC 8530.
1	District certifies that certification of mutual agreement and RAVEC recommendations have been completed according to the provisions of Education Code sections 8512 and 8027 through 3030. Approval requested for high school diploma course: EC 8531.
2	District certifies that certification of mutual agreement and RAVEC recommendations have been completed according to the provisions of Education Code sections 8512 and 8027 through 8030. Approval requested for vocational education course: EC 8532.
3	District certifies that certification of mutual agreement and RAVEC recommendations have been completed according to the provisions of Education Code sections 8512 and 8027 through 8030. Approval requested for general education course: EC 8533.
4	District certifies that course offered is in accordance with EC 8534 subject to RAVEC recommendation, but mutual agreement not required.
9	Not applicable: all credit courses.

Special Description:

The pertinent section of the memo dated September 27, 1978 from William G. Craig and Wilson Riles, Subject: Regional Adult and Vocational Education Councils (RAVECS) states:

Adult education, community college non-credit, and ROC/P courses submitted to the state for state course approval will require a RAVEC sign-off as a condition of course approval. Any district or ROC/P requiring state course approval of a course under the purview of a RAVE Council must continue to submit that course to the RAVE Council for a recommendation based on unnecessary duplication. The course must be submitted to the RAVE Council at the same time or before the course is submitted to the state. In the absence of a denial by the RAVE Council within three weeks of the state's receiving a request for course approval, the state will assume the RAVE Council recommends the course. If the course meets standards and other requirements, it will be approved by the state. Any information about a course not recommended by a RAVE Council will be communicated to the state by the offering district or ROC/P. Appeal procedures described in Title 5 regulations, Section 11629-31, will continue to apply.

If a course is not a lecture or forum series, the following matches between data element 9 and data element 10 must be made:

Data element 9 RAVEC REVIEW	Date element 10 Type of Noncredit Course
0	7
1	8
2	5 or 9
3	4, 5 or 6
4	4, 5, 6 or 9

If a course is a lecture or forum series, the following matches must be made:

Data element 9 RAVEC REVIEW	Data Element 10 Type of Noncredit Course	Data Element 11 Minimum Sessions
2, 3 or 4	1	2 or 3
2, 3 or 4	2	1
2, 3 or 4	3	4, 5 or 6

Step 10 - Element 10 - Type of Noncredit Course

Definition: Data element identifies the type of noncredit course authorized for State apportionment and requiring RAVEC recommendation.

Codes, Categories, and Comments:

Code	Category
0	Not applicable - Credit course
1	Lecture Series: Lecturer does not conduct more than four lectures per term. No credential required. T5/58161
2	Lecture Series: Lecturer conducts more than four lectures per term; certify that lecturer has valid credential. T5/58161
3	Forum Series: Certify that forum series is conducted under the immediate supervision of an employee of the district who holds a credential. T5/58152
4	General. T5/58120-22
5	Crafts. T5/58140-41
6	Physical education, other than games, sports, dancing. T5/58135; E.C. 78451.
7	Adult basic education. T5/58120-22
8	High school diploma. T5/58120-22
9	Vocational education. T5/58120-22

Special Description:

These are California Administrative Code/Title 5 definitions of types of noncredit courses. Identify the type of noncredit course offered in accordance with the choices as listed.

1. Crafts: In order to arrive at a statewide common standard for reporting data on crafts classes, it was necessary to establish more definite parameters than those that currently exist in Title 5/58140-41.

To assist in reducing the need to make philosophic distinctions concerning what constitutes a crafts class, the following courses are to be reported as crafts classes.

Arts and Crafts
Creative, General, Easter, Christmas or other holidays
Arts, Home Decorating
Basic Arts and Crafts
Batik
Bookbinding
Ceramics
Ceramics and Porcelain, Ceramics and Pottery, Pottery
Floor Covering
Rug and Wallpieces
Glass, Stained
Foil and Lead Methods
Glassblowing
Italic Handwriting and Calligraphy
Jewelry (all types)
Beginning Jewelry, Jewelry Construction, Cloisonné Enameling Jewelry, Gem Stone and Jewelry Crafts, Channel Work Jewelry, Lost Wax Silver and Gold Jewelry Casting, Hand-Wrought Jewelry, Copper Enameling
Lapidary, Rocks and Minerals
Leaf Printing, Japanese
Leathercraft (all types)
Machine Knitting I, II
Macrame
Metalcraft
Brazing, etc.
Millinery (all types)
Needlecraft, Needlepoint and Stitchery
Patchwork
Basics of; Patchwork as Art; Quiltmaking
Photography
Basic, Black and White; Color, General; Motion Pictures; Creative Color Slides
Plastics (all types)
Tiffany Lamp Construction
Tole Painting
China Painting
Upholstery (Exclude boat or automotive upholstery)
Weaving
Weaving/Fiber Art; Creative Fiber Workshops; Fiber Exploration
Woodworking
Woodcarving; Woodshop

NOTES: 1) Any crafts courses which are to be conducted primarily for occupational needs are to be reported as vocational courses rather than as crafts courses.

2) The possible methods of reporting the limitation on repeat enrollments in crafts courses are treated in data element 14 - Step 14, where this information is collected.

2. Physical Education: It is important to understand the exclusion from state apportionment, that both the Education Code and the California Administrative Code, Title 5, place upon dancing classes of any kind, or recreational physical education classes. Education Code 78451 states: "No class for adults in dancing or recreational physical education shall be maintained by any Community College district for which the district receives money from the State School Fund." No dancing class is eligible for state apportionment whether it is jazz, folk or ballroom dancing. Where the primary objective of a physical education class is physical fitness, dance movements may well constitute a part of such a course and thus meet the requirement of Title 5/58135 to "provide education for improved posture, efficient body movement, and physical conditioning."

Sports and games classes shall not qualify for state support. Title 5/58122(a) states: "Recreational physical education, which is an activity program organized primarily for adult participation as a recreational outlet and includes all classes organized primarily for participation in sports and games" shall not qualify for state support. This regulation specifically excludes courses in tennis, volleyball, baseball, track, basketball, weight-lifting, golf, football, etc. from eligibility for state apportionment. There is no doubt that each of these games or sports contributes to physical fitness, but for purposes of state apportionment, the main thrust is recreational, and therefore not eligible for state apportionment.

Step 11 - Element 11 - Minimum Sessions: Lecture/Forum Series

Definition: Data element identifies the number of sessions and one-day workshops or seminars.

Not applicable to any courses except Lecture/Forum Series.

Codes, Categories, and Comments:

Code	Category
0	Not applicable
1	Lecture series of more than four sessions.
2	Lecture series of more than one but less than five sessions.
3	Lecture series comprises a one-day workshop.
4	Forum series of four or more than four sessions.

5	Forum series of more than one but less than four sessions.
6	Forum series comprises a one-day workshop.

Special Description:

Lecture and Forum Series. It is understood that lecture and forum series that are offered under a general blanket theme, year after year, will have permanent approval by overall title or theme. The individual lectures or topics within the scope of a general theme may change from year to year without reporting the topic changes to the Chancellor's Office. Should the number of lectures or forums offered in a series decrease to less than four, this fact must be reported to the Chancellor's Office on Form CCC 456, in this data element. Should a new theme be offered, or the encompassing theme of a series change, new approval must be obtained, as a new course with a unique static course identifier.

Workshops. One-day workshops may be authorized in accordance with Title 5/58162 when submitted as a lecture series. Submit these requests on Form CCC 456. Workshops must have a minimum of four hours of instruction to be eligible for approval.

Step 12 - Element 12 - Special Program Identifier

Definition: Data element indicates course and section are part of a special program and the nature of that program.

Codes, Categories, and Comments:

Code	Category
0	Not applicable
1	Handicapped or related E.C. 7804, 8450, and T5/56020, 56022, 56024, 56044
2	Bilingual (Usually credit courses)
3	Older adults - E.C. 78400 - 78413 and E.C. 78460
4	Apprenticeship - Labor Code Section 3074
5	Sheltered Workshops - E.C. 78440 and T5/56350-56360
6	Convalescent Home - E.C. 78440 and T5/56000-56088

Special Description:

1. Handicapped or related: These are special classes to serve the educational needs of handicapped adults. Do not include courses offered for regular student use incidentally attended

by handicapped persons. Handicapped includes physical disability, communication disability, and learning disability as defined in the referenced Title 5 sections listed above. Related refers to those non-handicapped students attending special classes for the handicapped for the purpose of giving assistance to the handicapped or for other purposes.

2. Bilingual: Few, if any, noncredit courses can be identified under this category. Bilingual means those courses in which two languages are used, English and a target foreign language. Some credit courses are offered as bilingual classes.

3. Apprenticeship: Curriculm development and supplemental instruction for apprentices and coordination of instruction with job experiences is the responsibility of the state and local boards of education upon agreement with the local joint apprenticeship committee or other program sponsor. Such instruction shall be made available to apprentices through classroom instruction, self-study or other means of instruction approved by state and local public education agencies authorized to provide vocational education.

4. Older Adults: Although no specific Education Code or Title 5 sections identify Older Adults for special courses or services, courses specifically designed to serve the interests of this age group, regardless of title, are authorized under the general provisions of Adult Schools. The purpose of this sorting is to identify those course offerings which by title, location, or content primarily serve the interests or needs of older citizens, although anyone may attend. Some course titles such as Planning for Retirement, Physical Education for Older Adults, Consumer Education for Older Adults, Geriatric Lipreading are giving way to titles that do not specifically identify older citizen groups, such as Body Dynamics. This sorting aims to identify all course offerings primarily serving older adults, whether or not that fact is revealed in the title of the course.

Step 13 - Element 13 - Combined Course Activities Field

Definition: Identifies particular course activities specified in the Education Code and Title 5.

Codes, Categories, and Comments:

Code	Category
0	Not applicable
1	Community Classroom
2	Cooperative Occupational Work Experience Education E.C. 78241-42 and T5/55250-7 (Credit Courses only)

3 Cooperative General Work Experience Education E.C. 27841-42 and T5/55250-7 (Credit Courses only)

4 Field Trip or Excursion Experience E.C. 72640

5 Contract Classes. E.C. 8092 and T5/55600-55631

Special Description:

Combined Course Activities Field:

This data element identifies those course activities which require a particular arrangement, or the environment of a particular workplace dependent on some educational function or community facility.

1. Community classroom requires the environment of a particular workplace dependent on some community facility. For example: A course in the training of bank tellers taking place in the facility of a local bank; a course in the training of nurses' aides taking place in a clinic or a hospital.

2. Cooperative Occupational Work Experience Education must conform to a plan adopted by the district and approved by the Chancellor of the Community Colleges. Occupational Work Experience Education is supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the students' educational or occupational goal. (Credit Courses only)

3. Cooperative General Work Experience Education must conform to a plan adopted by the district and approved by the Chancellor of the Community Colleges. General Work Experience Education is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals. (Credit Courses only)

4. Field Trips or Excursions may be conducted by districts in connection with courses of instruction or school-related activities to and from places in the state, any other state, the District of Columbia, or a foreign country for students enrolled in a community college.

   The attendance or participation of a student in a field trip or excursion authorized by this section shall be considered attendance for the purpose of crediting attendance for apportionments from the State School Fund in the fiscal year. Credited attendance resulting from such field trip or excursion shall be limited to the amount of attendance which would have accrued had the students not been engaged in the field trip or excursion. No more contact hours shall be generated by a field trip or excursion than if the class were held on campus.

Step 14 - Element 14 - Classroom Hours to Complete this Course

Definition: I NONCREDIT COURSE: In the case of noncredit craft classes this will be the number of classroom hours required to complete all the objectives in this course. Not applicable to all other noncredit courses. Enter four zeros. (T5/58141)

II CREDIT COURSE: Identifies the maximum number of classroom hours that a student spends in class to complete a credit course. (WSCH multiplied by the number of weeks per semester/quarter.) For courses conducted as independent study, show the number of hours of study and consultation for the term as set out in the student's written record.

Codes, Categories, and Comments:

Data element is a four digit numeral.

Code "0000" indicates this element is not applicable.

Special Description:

Note: When describing courses of 100 hours or more the first digit will always be zero. When describing courses with less than 100 hours the first two digits will be zero.

For noncredit courses this data element applies only to craft classes. Enter the total number of classroom hours required to complete all the courses in this craft.

One of two methods may be used to implement the limitation on repeat enrollment as required by Title 5/58141 and to be reported in this data element.

Method # 1: Classes may be numerically designated similar to a sequential series of a course. For example: Art 822 - Beginning Lapidary; Art 823 - Intermediate Lapidary; Art 824 - Advanced Lapidary. When a student has completed such a sequence, he/she would not be eligible for further enrollment. The Classroom Hours to Complete This Course will be individually reported to meet the requirements of each course.

Method # 2: Students may repeat enrollments in the same crafts course up to the maximum hours allowed for that course. For example: Art 820 - Lapidary - this course may be repeated for a maximum of 200 hours. The Classroom Hours To Complete This Course will then be reported as 200 in this data element.

Both methods would allow students to progress and advance in knowledge and skill level and therefore justify state apportionment. If a student wishes to continue the laboratory activites and practice the skills, a special community service course could be offered where a fee may be charged to cover all costs and is not eligible for state apportionment.

Step 15 - Element 15 - Primary Method of Course Evaluation

Definition: Identifies the primary method utilized to evaluate the degree of accomplishment of course objectives.

Codes, Categories, and Comments:

Code	Category
1	Standardized instrument measuring student subjective opinion
2	Standardized instrument objectively measuring student knowledge
3	Student satisfaction with their educational experience
4	Comparison of demonstration of students' ability to apply skills and concepts learned to minimum standards established by the instructor.
5	COPES

Special Description:

Method of Evaluation: This data element must be completed for each course. Note that this data element does not ask for an evaluation of the students in the course but an evaluation of the degree of accomplishment of the course in terms of the stated course objectives. Student satisfaction with their educational experience may be based on an average student-reported score on a scale measuring the degree of satisfaction with their knowledge gain in the course, or with their ability to apply what they know both in breadth and depth (based on a student or former student survey).

The following list of standardized instruments measuring a variety of student subjective opinions or objectively measuring student knowledge in no way suggests that any or all of these instruments are to be used. The purpose of the list, which is not by any means exhaustive, is to indicate some of the standardized instruments that are available.

Average student score on selected items or selected measures from the following standardized scales may be helpful:

OPI- Thinking Introversion Scale, Theoretical Scale, Complexity of Outlook Scale, Social Maturity Scale.

KIT- Critical Thinking Index, Critical Thinking Orientation Scale, Critical Thinking Benefit Scale, Art Scale, Music Scale, Literature Scale, Drama Scale, Intellectual Orientation Scale, Interpersonal Scale, Learning Experiential Scale, Feeling About Other

People Scale, Community Affairs Scale, National and State Politics Scale, International and Intercultural Affairs Scale, National Status and World Security Scale, Freedom of Expression Scale, Societal Viewpoint Scale, Human Relations Scale, Societal Priority Scale, Minority Problems Scale, E-Scale, F-Scale, Social Maturity Scale, Educational Benefits: Humanitarian Scale, Feeling About the Future Scale.

AVL- Intellectual Scale, Aesthetic Scale, Social Scale.

CUES-Community Scale.

Step 16 - Element 16 - Teaching Materials

Definition: Identifies the primary teaching materials utilized in the course/program.

Codes, Categories, and Comments:

Code	Category
0	Not applicable for credit courses
1	Published textbook
2	District/College prepared instructional materials
3	Teacher prepared materials
4	Equipment, tools and materials
5	Tapes, videotapes, films, slides or other audio-visual materials.

Special Description:

Teaching Materials: This data element must be completed for each Noncredit course. Enter the code number which indicates the primary teaching material used in this course. The aim of this data element is to provide substantive proof that some important identifiable teaching material is being used. The primary teaching material may change from semester to semester or quarter to quarter and therefore the original designation in the data bank may become outdated. Given a course with multiple sections, it may be that each section makes use of a different primary teaching material, and as a consequence, the identification of one characteristic would not do justice to other sections. The greatest accuracy in reporting should be the objective. The main intention of this item is to certify the enhancement of courses as primarily using some substantive teaching material. The fact of whether four different teaching materials are used in four different sections of the course or that the primary teaching material may change from year to year is of less importance than the identification of a substantive primary teaching material initially.

Step 17 - Element 17 - Method of Instruction Field

Definition: The categorization of the methods by which organized instruction is conducted, reflecting educational technology and use of the facilities, materials, equipment and aides.

Codes, Categories, and Comments:

Refer to codes and categories listed below. Use of a methodology is indicated by an "1" in the block corresponding to that methodology. More than one method may be reported.

Nonuse is indicated by placing an "0" in applicable blocks.

Identify only the method or methods of instruction that are used.

(a) ☐ Lecture, Demonstration, Discussion

(b) ☐ Laboratory

(c) ☐ Workshop

(d) ☐ Instructional Aide

(e) ☐ Independent Study - Individual tutor

(f) ☐ Independent Study - Small Groups

(g) ☐ Independent Study - Structured Laboratory

(h) ☐ Independent Study - Programmed Instruction

(i) ☐ Independent Study - Broadcast Television

(j) ☐ Independent Study - Other Media

Code ("1" or "0" as applicable)	Category	Description
	Lecture, Demonstration, Discussion	Includes formal presentations and demonstrations which are primarily one-way communication of course materials, interspersed with discussions which are two-way communication of course material.
	Laboratory	Includes instructing, preparing and supervising student investigators and supervising activities where students perform individually or collectively as a group or team.
	Workshop	Intensive one-day study of a subject matter area by means of lecture, discussion, seminar, laboratory techniques or any combination of these.

Use of Instructional Aide	Non-certificated person acting as an intermediary between student and instructor and trained in carrying out non-teaching duties, as well as performing tutorial support services under the immediate supervision of a credentialed instructor.
Independent Study - Individual Tutor	The credentialed instructor conducting the independent study course provides individual tutorial instruction to the student, guided by an individual education plan.
Independent Study - Small groups of students	The credentialed instructor gives instruction and consultation to small groups of 2 to 15 students who pursue their individual education plans.
Independent Study - Structured Laboratory	Regularly scheduled laboratory allows students to perform individually or collectively as a group without the immediate presence of the instructor of record. I.e., typing lab, science lab.
Independent Study - Programmed Instruction	The student makes use of a programmed tape, text and workbook.
Independent Study - Broadcast Television	Broadcast television instruction may be either live or pre-recorded, presented by an individual college or as part of a TV consortium.
Independent Study - Other Media	The student has access to previously recorded tape, audio-visual cassettes, closed circuit television, or computer assisted instruction.

Special Decription:

Method of Instruction Field: This data element must be completed for each course. Identify only the method or methods of instruction that are used. Forum series courses will fall under the category of Lecture/Demonstration/Discussion.

Note: The categories listed under Methods of Instruction in the Course Activity Measures do not precisely match the categories listed in the Method of Instruction Field of this Course File. The reason for this is that, although this data element in both files deals with methods of instruction, the purpose of the data element in each file is different. In the Course Activity Measures, the reference is to the primary or principal method of instruction.

In this Course File, the reference is to all the possible methods used in any particular course. Work Experience and Field Experience are listed under Methods of Instruction in the Course Activity Measures. Work and Field Experience are listed under the Combined Course Activities Field in this Course File. TV, Audio-tutorial and Computer-assisted instruction are listed separately in the Course Activity Measures but subsumed under various modes of Independent Study, in this Course File. Use of Instructional Aide is the only category that is not common to both files.

Instructional Aides: As a principal means of instruction, aides are employed to assist the instructor in the presentation of the course materials and the monitoring of student progress. Education Code Section 88241 states ". . . .classroom instructors and other certificated personnel may draw upon the services of such aides to assist them in ways determined to be useful in improving the quality of educational opportunities for students." Education Code Section 88243 states ". . . .instructional aide means a person employed to assist classroom instructors and other certificated personnel in the performance of their duties and in the supervision of students and in instructional tasks which, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom instructor." Education Code Section 88244(a) states: "Subject to the provisions of this article, any community college district may employ instructional aides to assist classroom instructors and other certificated personnel in the performance of duties as defined in Section 88243. An instructional aide shall perform only such duties as, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom instructor. These duties shall not include assignment of grades to students. An instructional aide need not perform such duties in the physical presence of the instructor but the teacher shall retain his responsibility for the instruction and supervision of the students in his charge." In reference to "immediate supervision" Education Code Section 84500 (a)(1), Chapter 1055, Statutes of 1978 states "Except as otherwise provided, in computing the average daily attendance of a community college district, there shall be included only the attendance of students while engaged in educational activities required of such students and under the immediate supervision and control of an employee of the district who possessed a valid certification document, registered as required by law, authorizing him to render service in the capacity and during the period in which he served." Education Code Section 88247(a) states ". . . . An instructional aide shall not be deemed a certificated employee for the purpose of apportioning state aid and no regrouping of students with instructional aides shall be construed as a class for apportionment purposes."

Step 18 - Element 18 - Demonstration of Need

Definition: This data element identifies the primary method used to determine the need for this course.

Codes, Categories, and Comments:

Code	Category
1	Manpower needs projections from the California Occupational Information System (COIS) or the Employment Development Department (EDD)
2	Survey of employer needs in community
3	Survey of community and/or student needs or interests
4	Administrative judgement
5	Student or community petition or demand for program/course
6	State licensing and/or certification and mandation

Special Description:

Enter the code number in the box which represents the primary method used to determine the need for this course. This data element must be completed.

Step 19 - Element 19 - Course Objectives

Definition: This data element identifies the three most important objectives of the course.

Codes, Categories, and Comments:

Data element is a six digit numerical code (a) X,X (b) Y,Y (c) Z,Z which:

identifies the three most important course objectives from the following categories:

Code	Category
	GENERAL KNOWLEDGE - BREADTH
	THE FAMILIARITY WITH AND UNDERSTANDING OF FACTS AND PRINCIPLES ACROSS SEVERAL BROAD FIELDS.
01	Broad general theory in the discipline
02	Social attitudes in terms of the relationship of the individual student to the discipline.
03	Cultural knowledge relating the discipline to the culture.

SPECIALIZED KNOWLEDGE - DEPTH

THE FAMILIARITY WITH AND UNDERSTANDING OF FACTS AND PRINCIPLES IN THE PARTICULAR FIELDS IN WHICH THE STUDENT ELECTS TO STUDY.

11 Acquisition of essential abstract theory for the discipline.

12 Mastering of facts and basic principles of the discipline.

13 Knowledge of vocabulary and meaning of terms related to the discipline.

Code Category (Continued)

SKILL DEVELOPMENT - APPLICATION

21 Knowledge skills -- The ability to relate general or specialized knowledge relevant to a problem and to implement a solution; also, the ability to locate, retain, and apply relevant knowledge.

22 Critical thinking and reasoning skills -- The ability to formulate and analyze problems and to employ rational processes to achieve increased understanding (e.g., the recognition of biased points of view in a speech or a book; the recognition of cause-and-effect relationships).

23 Creative skills -- The ability to design, produce, or otherwise bring into existence original perspectives, explanations, and implementations (e.g., the productions of unique communication; the development of an effective plan or solution to a problem; or the creation of works of art).

24 Communication skills -- The ability or competence to read, write, speak, and listen. The ability to convey information, attitudes, emotions, etc; and also, the ability to receive and interpret communications. These skills also encompass nonoral, nonwritten expression and perception.

25 Motor skills -- The ability or competence in tasks requiring physical dexterity and skill.

PERSONAL DEVELOPMENT

31 Physical health -- The physical well-being of students.

32 Mental health -- The mental well-being of students.

33 Change/Stability -- Attitudes toward new and different ideas, relationships, products, or methods. The desire to introduce, avoid, or be associated with changes.

34 Self-Concept -- The feeling and acceptance of oneself as having basic worth and value.

Special Description:

Course Objectives: This data element must be completed for each course. The identification of the three most important course objectives is for the purpose of establishing a profile or focus of objectives for each course. Note that no order of importance is requested, that the three most important objectives can be chosen from among any of the categories under the four principal headings, and that this does not imply that other important objectives for a course do not exist. All three objectives may also be chosen from any one group. It is the central focus of objectives of each course which is requested.

Note: Since this data element requires what appear to be subjective judgments, these judgments must be carefully weighed, since this is one of the most important data elements. Should one or more of the three identified most important objectives change, this change constitutes a substantive course change and requires the submission of a new CCC 456 Form. The new CCC 456 Form would also have to have a new title and a new static course identifier.

APPENDIX A

California Community Colleges:

Code	Name	Location
01 5 2579	Alameda, College of	Alameda
42 5 2136	Allan Hancock College	Santa Maria
34 5 0236	American River College	Sacramento
19 5 0203	Antelope Valley College	Lancaster
15 5 0508	Bakersfield College	Bakersfield
36 5 0744	Barstow College	Barstow
04 5 1153	Butte College	Durham
44 5 0763	Cabrillo College	Aptos
41 5 0629	Canada College	Redwood City
19 5 1755	Canyons, College of the	Valencia
19 5 1540	Cerritos College	Norwalk
15 5 0011	Cerro Coso Community College	Ridgecrest
01 5 2355	Chabot College	Hayward
36 5 2104	Chaffey College	Alta Loma
19 5 1771	Citrus College	Azusa
30 5 0010	Coastline	Fountain Valley
55 5 0553	Columbia Junior College	Columbia
19 5 1961	Compton Community College	Compton
07 5 1909	Contra Costa College	San Pablo
34 5 1242	Consumnes River College	Sacramento
36 5 2112	Crafton Hills College	Redland
40 6503	Cuesta College	San Luis Obispo
30 5 1919	Cypress College	Cypress
43 5 1847	De Anza College	Cupertino
33 5 1251	Desert, College of the	Palm Desert

07 5 2683	Diablo Valley College	Pleasant Hill
19 5 2175	East Los Angeles College	Los Angeles
19 5 2258	El Camino College	Torrance
43 5 6796	Evergreen	San Jose
32 5 3358	Feather River College	Quincy
43 5 2274	Foothill College	Los Altos Hills
10 5 2406	Fresno City College	Fresno
30 5 2404	Fullerton College	Fullerton
43 5 2639	Gavilan College	Gilroy
19 5 2571	Glendale College	Glendale
30 5 2826	Golden West College	Huntington Beach
37 5 2490	Grossmont College	El Cajon
27 5 1295	Hartnell College	Salinas
13 5 5700	Imperial Valley College	Imperial
21 5 0019	Indian Valley College	Novato
01 5 4500	Laney College	Oakland
09 5 0014	Lake Tahoe Community College	South Lake Tahoe
18 5 4207	Lassen College	Susanville
19 5 3371	Long Beach City College	Long Beach
19 5 3462	Los Angeles City College	Los Angeles
19 5 3652	Los Angeles Harbor College	Wilmington
19 5 3843	Los Angeles Pierce College	Woodland Hills
19 5 3876	Los Angeles Southwest College	Los Angeles
19 5 3900	L. A. Trade-Technical College	Los Angeles
19 5 3967	Los Angeles Valley College	Van Nuys
07 5 2691	Los Medanos College	Pittsburg
21 5 0605	Marin, College of	Kentfield
23 5 0015	Mendocino College	Ukiah
24 5 4759	Merced College	Merced

01 5 5705	Merritt College	Oakland
37 5 5097	Mira Costa College	Oceanside
19 5 9535	Mission College	San Fernando
50 5 5009	Modesto Junior College	Modesto
27 5 2707	Monterey Peninsula College	Monterey
56 5 3209	Moorpark College	Moorpark
19 5 4759	Mount San Antonio College	Walnut
33 5 4032	Mount San Jacinto College	San Jacinto
28 5 5401	Napa College	Napa
01 5 5713	North Peralta Community College	Oakland
01 5 6109	Ohlone College	Fremont
30 5 5258	Orange Coast College	Costa Mesa
56 5 3217	Oxnard College	Oxnard
37 5 5428	Palomar College	San Marcos
33 5 5658	Palo Verde College	Blythe
19 5 5756	Pasadena City College	Pasadena
54 5 3642	Porterville College	Porterville
12 5 1404	Redwoods, College of the	Eureka
10 5 5235	Reedley College	Reedley
19 5 6580	Rio Hondo College	Whittier
33 5 6870	Riverside City College	Riverside
34 5 7405	Sacramento City College	Sacramento
30 5 5795	Saddleback College	Mission Viejo
36 5 5941	San Bernardino Valley College	San Bernardino
37 5 6632	San Diego City College	San Diego
37 5 6764	San Diego Evening College	San Diego
37 5 6939	San Diego Mesa College	San Diego
37 5 3001	San Diego Miramar College Regional Center	San Diego

38 5 0922	San Francisco, City College of	San Francisco
39 5 6703	San Joaquin Delta College	Stockton
43 5 6804	San Jose City College	San Jose
41 5 1510	San Mateo, College of	San Mateo
30 5 6090	Santa Ana College	Santa Ana
42 5 5600	Santa Barbara City College	Santa Barbara
19 5 8255	Santa Monica City College	Santa Monica
49 5 6900	Santa Rosa Junior College	Santa Rosa
54 5 0713	Sequoias, College of the	Visalia
45 5 6957	Shasta College	Redding
31 5 7302	Sierra College	Rocklin
47 5 2002	Siskiyous, College of the	Weed
41 5 7111	Skyline College	San Bruno
48 5 8254	Solano Community College	Suisun
37 5 8075	Southwestern College	Chula Vista
15 5 5804	Taft College	Taft
56 5 7416	Ventura College	Ventura
36 5 7905	Victor Valley Community College	Victorville
10 5 1317	West Hills College	Coalinga
19 5 9527	West Los Angeles College	Culver City
43 5 8602	West Valley College	Saratoga
58 5 9251	Yuba College	Marysville

Proposed: Rancho Santiago - Second

Saddleback - North Area

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